

LIBRARY INSTITUTE WORKSHOP

LIBM 492 Syllabus

Description: In this five-day workshop, participants will learn the components that are necessary to manage an efficient and effective library. Profile testing and Briggs-Meyers testing will help participants develop a better understanding of themselves and others. Library administration, library budgets and strategic planning will be covered in the Library Management component of the course. Fundraising is another important component and will include “foundations and friends,” and “trustees” as topic areas. The establishment of library policies and procedures will also be covered with information on South Dakota statutes and by-laws. The workshop will include a series of projects, activities and panel discussions and will conclude with a final exam.

Contact Person: Kathleen Slocum, Kathleen.Slocum@state.sd.us

Workshop Dates: June 12th - 17th, 2011 **Location:** Williams Library, NSU Campus

We will use the computer Lab **Credits:** 2

Grading: Letter grades will be assigned. A pre-test/post-test grading scheme, as well as participation in workshop projects and activities, will be used to determine the final grade.

Schedule of Activities:

<u>Date</u>	<u>Time</u>	<u>Topics</u>
6/12/2011	6:00 pm - 8:00 pm	Information & Pre-test
6/13/2011	8:00 am - 12:00 pm	Explanation of Briggs Meyers testing
6/13/2011	1:00 pm - 5:00 pm	Profile Testing: an a historical overview
6/13/2011	6:30 pm - 8:30 pm	Individual Briggs Meyers Testing & Application
6/14/2011	8:00 am - 12:00 pm	Library Administration Characteristics
6/14/2011	1:00 pm - 5:00 pm	Strategic Planning
6/14/2011	6:30 pm - 8:30 pm	Library Budgets
6/15/2011	8:00 am - 12:00 pm	Marketing and Public Relations
6/15/2011	1:00 pm - 5:00 pm	Foundations & Friends
6/16/2011	8:00 am - 10:00 am	Policies & Procedures
6/16/2011	10:00 am - 12:00 pm	Trustees
6/16/2011	1:30 pm - 4:30 pm	Panel Discussions Q & A
6/17/2011	8:00 am - 12:00 pm	Review & Final Test

Unit Summaries

Jane Palmer and Gayle Abrahamson

Understanding Yourself and Others (Monday)

Myers-Briggs Type Indicator (MBTI) facilitators Gayle Abrahamson and Jane Palmer will provide this workshop to introduce participants to the MBTI personality inventory and applications and the related theory and applications of temperament. Emphasis will be placed on practical knowledge to assist participants in gaining a deeper understanding of their personality preferences and the personality preferences of others and how these similarities and differences impact leadership, work styles, problem solving, and teamwork.

- learn about the historical overview of the MBTI assessment tool and current brain research relating to the use of this instrument. They will learn about the value and limitations of this personality inventory and how to work with this knowledge appropriately.
- Learn about temperament theory as defined by David Keirsey and its relationship to the MBTI and learn how to work with and use this knowledge in a meaningful way such as leading a team.
- Gain an understanding of the attitudes (extraversion, introversion, judging and perceiving) and how these preferences influence behavior.
- Understand core functions including perceptions (how people prefer to take in information) and judgment (how people prefer to make decisions).
- Engage in self-discovery exercises to explore type and temperament individually and in groups.
- Receive a type and temperament report based on their reported preferences and be given an interpretation of this report in a group setting and individually, if need be, by trained facilitators.

Lessons Learned from Laura Ingalls Wilder and Rose Wilder Lane

Monday Evening Program

Reinforcing participants' knowledge of MBTI and temperaments, Abrahamson and Palmer will provide insights into the lives of Laura Ingalls Wilder and her daughter, Rose Wilder Lane, two hardworking and gifted women with a complex relationship. Their sensing preferences helped them to collaborate yet they were challenged by the different ways they preferred to organize their lives. Participants will gain knowledge of the joys and challenges of teamwork through examples that can be seen in the lives of this famous mother and daughter writing team and through group discussion. Focus will be placed on teamwork and leadership and how an understanding of preferences and temperaments can help people learn to work together more effectively.

Library Management Dr. Mary C. Bushing (Tuesday and Wednesday)

In addition to in-class content & activities some work will be required outside of class either by individuals or as learning partner projects.


Being a Library Director

Delineation of responsibilities:

Director / Staff members / Trustees

Activities:

Individual completion of instrument identifying roles/jobs/responsibilities

Small group exercise & discussion
Identification of ideal characteristics and skill sets for:
Management  Leadership

Communication

Review of communication process including both sending & receiving messages
Consideration of both formal and informal types of communications
Role of active listening & nonverbal clues
Appropriate vocabulary, good grammar & timeliness of messages

Listening one-on-one exercise

Outline one of the following written communications:

Review of outline with learning partner for suggestions to improve outline

Strategic Planning

Justification of the need for planning & the involvement of trustees, staff, & citizens of all ages & socio-economic community groups

Structure & processes typically used in the planning process for libraries using the principles presented in *The new Planning for Results: A Streamlined Approach* by Sandy Nelson for the Public Library Association Examination & discussion of the most recent *Public Library Service Responses* by June Garcia & Sandra Nelson for the Public Library Association, the older 13 service responses, and the need for libraries to adapt the existing examples to their own situations.

Activities:

Preparation of a practical timeline for a simplified planning process for a typical small public library (small groups) Listing of possible resources & budget implications to implement one of 18 public library service responses (learning partner)

Budgeting

The what & why of the ideal budgetary process for a public library
A sharing of some of the “realities” of how it is or is not done in local communities. Defining the roles for the director, the staff members & the trustees in the budgeting process Using the strategic planning document & selected public library service responses in the development of a new budget (draw upon work from activity above) Using a records retention plan to handle financial, legal & personnel records.

Activities:

Write a rationale (no more than one page) for your board to explain your budget request for either:

1. New furniture & equipment for a young adult area, include actual realistic dollar amounts (round numbers only) and tie it to the strategic plan & the selection of the service response of “visit a comfortable place: physical and virtual spaces” specifically for teens.

2. A part-time position for a librarian to provide reference services in person, via the web or the phone for 24 hours a week (include salary, benefits, furniture & equipment if necessary and tie it to the strategic plan & selection of a service response of “get facts fast: ready reference” for all residents.

Additional topics as time allows or opportunities present themselves:

Advocacy – with citizens, and local, state & national officials

Marketing – knowing your target audience, your specific product & your goals

Public relations – a 24/7 job for all those “for the library” to be carried out both inside & outside of the library in both formal & informal ways

Jerry Krois (Wednesday)

Presentation on 1) Public Library Foundations development and fundraising; 2) Friends of the Library structure and activities

Elements of the Foundation presentation:

- Why consider developing a library foundation
- The 3 models for Foundation leadership
- Internal Revenue Service application for 501(c)3 status
- Creating a business plan and goals
- Introduction to various fundraising strategies
- Maintaining a Foundation program

Elements of the Friends presentation:

- Defining a Friends organization
- Differentiating between Friends and Volunteers
- Differentiating between Friends and Foundation
- Director involvement for a successful Friends group
- Defining the Friends leadership structure
- Creating a public program

Setting up Library Policies and Procedure

Brenda Hemmelman Research Librarian SDSL (Thursday)

Course Description: Setting up Library Policies and Procedures will introduce students to the different types of policies a library should have. The difference between policies and procedures will be discussed. Four sections of policy types will be presented with examples and topics to be considered for libraries that serve different populations.

Pre-requisite/program: Knowledge that policies and procedures must be in place to ensure a smooth running library where all employees are aware of how to deal with different situations.

Learning Outcomes:

- Outcomes:
1. Be able to differentiate between policies and procedures.
 2. Be able to write a community profile.
 3. Be able to have a basic knowledge of the public, collection, personnel, and technology policies and be able to create such policies upon return to work.
 4. Understand and be able to utilize in the future the resources provided by the SD State Library to help show the importance their libraries can have on their communities.

Instructional Methods

Methods: This course will taught using a variety of instruction including lecture, class discussions, and small group work.

Materials: Students will receive copies of sample policies via email. A number of books from the collections at the SD State Library will be made available for borrowing.

Course Description: Trustees: The Library Board's Unique Roles and Responsibilities

Daria Bossman SD Assistant State Librarian (Thursday)

Pre-requisite/program: Knowledge of state statutes requiring a board and distinctions between board authority and library director's duties/responsibilities.

Learning Outcomes: The Student will:

- Outcomes:
1. To become familiar with SD State Statutes on libraries and know where/how to access the statutes online.
 2. Be knowledgeable of the director's duties and responsibilities and distinguish the roles/ responsibilities of a library board.
 3. Understand advocacy and long-ranch planning roles of a Library Board

4. Understand fiscal/budget responsibilities of a Library Board
5. Understand state voluntary accreditation and librarian certification standards and why these are important benchmarks of progress
6. Identify the essential elements of an effective library's by-laws and agenda elements
7. Understand and be able to utilize in the future the resources provided by the SD State Library to help showcase the importance of their community public library.

Instructional Methods

Methods:	This course will taught using a variety of instruction including lecture, class discussions, and small group work.
Materials:	Students will receive a number of handouts and have an opportunity to go online and search for state statutes and administrative rules. We will also visit the SDSL website and become familiar with where important or helpful documents are located.
Assessment:	There will be both a pre-test and a post-test assessment of the material covered during the instructional time.
Follow-up/Reinforcement:	Following this instruction we will have a panel of current and past Library board members sharing their experiences and challenges and answering student-initiated questions.

Library Board Panel Discussion (Thursday)

This panel will be a mixture of the library board members from the State library and other area library board members in South Dakota. It will help our library students understand what type of responsibilities a library member has. They will be able hear first hand. Part of time will include a questions and answers section.

Disability Statement: Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact Karen Gerety at the NSU Office of Disability Services (626-2371; Student Center 217) as soon as possible to discuss your particular needs.

Academic Freedom Statement: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they

are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Dr. Connie Geier, Dean, School of Education, to initiate a review of the evaluation. Dr. Geier's phone number is 626-2415; her office is in the H. P. Gerber Building, Room 111.

Northern State University Diversity Statement: Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

1:30- 4:30

Library panel Discussion Hosted by Daria and Kathleen

Friday 8- Noon

Review and Final Exam